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ABSTRACT

The 15-minute video program and related activities contained in this resource guide are designed to assist Chapter 1 administrators and teachers in coordinating instructional services so that all Chapter 1 students will be able to achieve success in the regular classroom. Sections of the resource guide include: (1) "Content Overview"; (2) "Using the Video"; (3) "Post-Viewing Discussion"; (4) "Assessing Coordination"; (5) "Setting Goals for Improvement"; and (6) "Developing a Program Improvement Plan." (RS)

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Chapter 1
Curriculum & Instruction

Region B
Technical Assistance Center
Specialty Option for Curriculum and Instruction

RESOURCE GUIDE:

Coordinating Instruction in Chapter 1 Programs

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INTRODUCTION

Resource Guide

The primary purpose of the 15-minute video program, *Coordinating Instruction In Chapter 1 Programs*, is to help improve instruction for Chapter 1 students. The program emphasizes improving instruction through the coordinated efforts of the classroom teacher and Chapter 1 instructional staff. The emphasis on coordinated instruction is a result of the new Chapter 1 law which states for the first time that success in the regular program is a major goal of the Chapter 1 program.* The program is also designed to help instructors help students to achieve grade-level proficiency and to improve achievement in basic and more advanced skills.

Although some Chapter 1 programs are successfully providing coordinated instruction to their students, many are just beginning to consider success in the regular program as a specific goal of Chapter 1 services. Prior to the new law of 1988, many Chapter 1 programs focused on the traditional goals of Title I/Chapter 1-- to help students master basic skills and reach grade level. It was believed that if students performed poorly in regular classrooms, they needed a different curriculum. Under the new regulations, however, all Chapter 1 programs are required to provide services that will directly help students succeed in the regular classroom.

The video program and related acitivities contained in this resource guide are designed to assist Chapter 1 programs in coordinating instructional services to students so that all Chapter 1 students will be able to achieve success in the regular classroom.

* Augustus F. Hawkins, Robert T. Stafford - Elementary and Secondary School Improvement Amendments of 1988.

Contents:

Content Overview	1
Using the Video	7
Post-viewing Discussion	10
Assessing Coordination	16
Setting Goals for Improvement	20
Developing a Program Improvement Plan	22

CONTENT OVERVIEW

Program Description: The 15-minute video program provides an overview of coordination in Chapter 1 programs. The program focuses on reading at the elementary school level because most Chapter 1 programs include reading instruction. The content, however, is easily transferable to other subject areas and grade levels.

Target Audience: The target audience for the video program is all individuals associated with providing Chapter 1 services, including classroom teachers, Chapter 1 instructional staff, principals and coordinators.

OBJECTIVES:

Viewers will understand that:

- **A primary purpose of Chapter 1 is to help students succeed in the regular classroom.**
- **The Chapter 1 law and regulations require coordination of Chapter 1 instruction with instruction in the regular classroom.**
- **Regular classroom teachers, Chapter 1 instructional staff, principals, and Chapter 1 coordinators must work together to ensure coordination of instruction.**
- **Coordination of instruction enhances student achievement.**

The five areas listed to the right are crucial for successful coordination of instruction.

Each is described more fully in the following sections.

SUCCESSFUL COORDINATION BUILDS FROM:

1. A common curriculum
2. Coordinated instruction
3. Systematic, on-going communication
4. Administrative leadership
5. An effective home-school partnership

Curriculum

Curriculum is a school district's plan for providing students with a set of learning opportunities to achieve the established educational objectives. Curricula can take different forms in different school districts. Some states may have a standard curriculum for all schools. A district may have developed its own curriculum for reading or mathematics which consists of a set of instructional objectives for the various grade levels. For other districts, the textbook that has been adopted defines the curriculum. No matter what form the curriculum takes in a district, it is considered a plan for guiding instruction. The curriculum needs to be understood by both the regular and the Chapter 1 instructional staff and should be the central focus of their coordinated efforts.

Instruction

Coordinated instruction is the culmination of efforts in each of the other four areas listed above. The video depicts each of the five areas in an instructional context, showing the importance of each as it relates to teaching students. The day-to-day instructional program for Chapter 1 students will determine to what extent Chapter 1 has achieved its purposes. The most effective way to improve instruction for Chapter 1 students is to view instruction as central in each of the other areas--curriculum, communication, leadership, and home-school partnership. Each of these areas should be considered in relation to improving instruction for Chapter 1 students.

CONTENT OVERVIEW

The instructional setting for Chapter 1 services -- in the regular classroom, or in a separate Chapter 1 room -- is an important consideration in many school districts. Traditionally, services have been provided by pulling students out of the regular classroom and providing instruction in a separate area. However, in the last several years, an increasing number of districts are providing Chapter 1 services within the regular classroom. The two delivery systems, pullout and in-class, have become issues for debate in some states and school districts. A 1986 study* conducted for the U.S. Department of Education as part of a congressionally-mandated assessment of Chapter 1 programs found that the place where instruction was given was less important than the type of instruction received, who provided it, and the content of the lessons.

Chapter 1 instruction should include readiness activities to prepare students for instruction in the regular classroom and activities that reinforce classroom instruction. Readiness, or "introduction to success", requires close coordination between the Chapter 1 and regular classroom teacher because students are introduced to new vocabulary, skills, and concepts in the Chapter 1 program *before* they experience them in their regular classroom. Reinforcement also requires teaming between the Chapter 1 instructor and regular classroom teacher because Chapter 1 instruction must closely follow the timing and content of instruction in the regular classroom. The Chapter 1 instructor must be aware of the areas in which students are experiencing difficulty in the regular classroom. Readiness in combination with reinforcement has proven to be very beneficial in helping Chapter 1 students keep up in the regular classroom.

A flexible, student-centered approach to planning instruction will help ensure the best possible program for Chapter 1 students. Effective Chapter 1 programs use various approaches, physical facilities, and staff expertise in relation to the needs of individual students and groups. Chapter 1 instructors may work with students in their own classroom during the morning reading block and/or work with students during the afternoon on a pull-out basis. Skill development may be necessary with some students, while other students will benefit most from readiness and reinforcement activities.

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* The Design and Implementation of Chapter 1 Instructional Services: A Study of 24 Schools, Far West Laboratory for Educational Research and Development, November, 1986.

Communication

Communication is the most readily-observable coordination activity. Regularly scheduled meeting times, informal conversations, written communication forms, and joint parent-teacher conferences are ways that classroom teachers and Chapter 1 instructional staff have found to effectively share information about instruction for Chapter 1 students. The Chapter 1 law requires that districts "allocate time and resources for frequent and regular coordination of the curriculum... ." Even though it is mandated, setting aside time for communication is viewed as impossible in many cases. The video addresses several ways of communicating, including hiring a substitute teacher with Chapter 1 funds for a day to release classroom teachers for half-hour conferences with Chapter 1 staff. This strategy follows the mandate of allocating time and resources. Communication must be planned that will best serve the needs of both regular and Chapter 1 staff as they provide a coordinated instructional program for all Chapter 1 students.

Leadership

The building principal plays a central role in Chapter 1 leadership. Although the Chapter 1 coordinator may have responsibility for much of the program, the day-to-day success of the program within a building hinges on the leadership and support of the building-level administrator.

Any special services provided to students within the school day add administrative complications. When the special services, such as Chapter 1, are viewed by the principal as an integral part of the school's total educational program, it is much more likely that problems will be solved to the benefit of all parties involved. The principal should be a central figure in the use of the video program and related print materials and activities at the school level.

Home-School Partnership

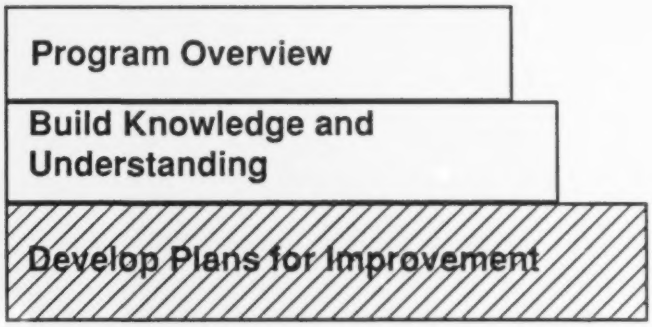
The home-school partnership is important to student success. Research has consistently shown the benefits derived from parental involvement in their child's education. Chapter 1 mandates extensive parent involvement. It is important for parents to understand that one of the goals of Chapter 1 services is to help their children succeed in the regular program. By coordinating home-school communication, the regular classroom and Chapter 1 program can reinforce one another's efforts with Chapter 1 children. The video program shows a conference involving the parent and both the classroom and Chapter 1 teacher. This joint conference helps assure parents that Chapter 1 will help their child succeed in the classroom and provides an opportunity to plan coordinated instruction supported by the parent(s) at home.

USING THE VIDEO

I. 15-30 Minutes

II. 45-60 Minutes

III. Two hours or more



The following guidelines are intended to provide suggestions for using the video program. Workshop leaders are encouraged to creatively use the video and materials to best meet the specific needs of the group. The video can be used as a "stand alone", in which case the facilitator would use only Part I. It can also be used as part of a more comprehensive inservice program designed to improve coordination by using Parts II and III below.

I. Provide an overview (15-30 minutes)

Participants view the video using ***Viewing Guide*** (Handout # 1, p.9) .

If time is available, use one or more topics from ***Post-viewing Discussion*** (Handout #2a-e, pp. 11-15).

II. Build Knowledge and Understanding (45-60 minutes)

Participants view video using ***Viewing Guide*** (Handout #1, p. 9) .

Individual and small-group work using the ***Post-Viewing Discussion*** (Handout #2a-e, pp. 11-15).

III. Develop Plans for Improvement (two hours or more)

Developing a plan for improvement works best with teams of district- or school-level staff that includes, at least, regular and Chapter 1 staff and an administrator. The development of a plan for coordinating instruction should not be done by Chapter 1 staff alone. However, if only Chapter 1 staff are attending the workshop, they can be trained in the use of the process and materials so they can lead staff development activities with teams in their own districts and schools.

Participants view video using ***Viewing Guide*** (Handout #1, p. 9)

Individual and small-group work: Use ***Post- Viewing Discussion*** (Handout #2a-e, p. 11-15). This may be omitted to allow more time to discuss assessment and determine specific areas for improvement.

Participants complete ***Assessing Coordination in your Chapter 1 Program*** (Handout #3, p. 17-19) to determine specific areas for improvement and ***Setting Goals for improvement***. (Handout #4, p.21)

Team develops plans using ***Program Improvement Plan Outline*** (Handout #5, p.23).

Viewing Guide

Coordinating Instruction in Chapter 1 Programs

As you view the video program, look for the following content points and write them in the space provided.

1. **What stated purpose of Chapter 1 is most likely responsible for the new emphasis on coordinating instruction with the regular classroom?**

2. **Of the two Chapter 1 service delivery models depicted -- "pullout" or "in-class", which has been shown by research to be more effective?**

3. **What five conditions are essential for effective coordination of instruction between Chapter 1 and the regular program?**

4. **What two forms does coordinated Chapter 1 supplemental instruction usually take?**

5. **List two examples of communication between Chapter 1 instructional staff and classroom teachers illustrated in the video program.**

POST-VIEWING DISCUSSION

To be used with Discussion Topics I-V

To reinforce the content points of the video program and relate them to the needs of the participants, choose group activities and topics for discussion from those listed below:

Options for structuring discussion:

1. Divide the workshop participants into groups of 3-5, by district or school if possible. Each group will develop a consensus response to ***one*** of the Discussion Topics, Handout # 2 (pp. 11-15).

   a. The same topic is assigned to all groups followed by total-group discussion led by the workshop facilitator. The topic should be an area of coordination that is of particular interest to participants; for example, Topic II could be used with a group considering in-class instructional services in what has been only a pullout program.

or

   b. Groups are assigned or choose different topics. Using multiple topics may help participants build a better understanding of coordination and help open channels of communication between classroom and Chapter 1 staff. Each group should be responsible for developing a one- to two-minute report to present to the entire group. The exact time limit for the reports should depend on the number of groups to report and time available. An alternative strategy would be to limit reports to three or four key points that will help participants attend to what is most important.

   Either (a) or (b) above can be repeated with groups working on additional topic(s).

2. Participants respond individually to topic(s), then form discussion groups as described in (1.) above. This approach should facilitate individual participant's thinking about the topic. Consideration of topics by individuals has the potential of adding depth and breadth to the group discussion; it also requires more time. If this approach is used, either of the strategies described under (1) above may be used.

Discussion Topic I
Success in the Regular Program

One of the stated purposes of Chapter 1 programs in the law is to help Chapter 1 students succeed in the regular program. To help Chapter 1 programs accomplish this purpose, the law requires coordination of Chapter 1 services with the regular program. With this purpose in mind, discuss the following questions:

1. **How would you describe or define success in the regular program for Chapter 1 children with whom you are involved ?**

2. **What do you feel Chapter 1 children need to do better if they are to be more successful in the regular program? Be as specific as you can be in responding.**

Discussion Topic II

Instructional Setting--Pullout vs. In-class

The pullout model where Chapter 1 services are provided outside the students' regular classroom has been the predominant model used in Chapter 1 programs. However, the in-class model where services are provided within the regular classroom is increasingly being considered and implemented in Chapter 1 programs. Many programs use a combination of the two models to maximize staff and student time and to better meet the instructional needs of different students. Based on this information, respond to the following items:

1. **Describe the instructional setting you now use for the Chapter 1 instruction in your school.**

2. **From your experience and understanding of the two instructional settings, state what you believe are the advantages and disadvantages of each setting.**

	Advantages	*Disadvantages*
Pullout:	*a.* *b.* *c.*	*a.* *b.* *c.*
In-class:	*a.* *b.* *c.*	*a.* *b.* *c.*

Discussion Topic III

Focusing on a Common Curriculum

The curriculum is the school district's plan for providing students with learning opportunities to achieve educational objectives in a subject area such as reading or mathematics. The curriculum may take different forms in different districts. It could be a locally developed guide, grade-level student objectives, or the scope and sequence of the adopted textbook. With this in mind, discuss the questions below:

1. **What do you feel serves as the curriculum in your district for the subject(s) for which Chapter 1 services are provided?**

2. **To what extent do you, in your classroom or Chapter 1 role, use this curriculum as a guide in providing day-to-day instruction?**

3. **What areas of the curriculum do you feel receive major emphasis in your Chapter 1 program?**

4. **Do you feel that the areas of the curriculum emphasized in your Chapter 1 program are the most important ones for helping Chapter 1 students achieve success in the regular classroom? Why?**

5. **What curricular areas do you feel should be emphasized to a greater extent in your Chapter 1 program to help children succeed in the regular classroom?**

6. **What curricular areas do you feel should receive less emphasis in your Chapter 1 program to make more instructional time available for content you feel is more important?**

Discussion Topic IV

Coordinating Instruction: Readiness and Reinforcement

With the increased emphasis on Chapter 1 student success in the regular program and increased coordination between Chapter 1 and the regular classroom, many Chapter 1 programs provide immediate follow -up or reinforcement of classroom instruction to help students keep up. Readiness, or introduction for success, introduces concepts or support strategies just before classroom instruction, rather than immediately following it. Many successful Chapter 1 programs use a combination of readiness and reinforcement to effectively meet the varied needs of students. Using this information, respond to the following items:

1. **For the Chapter 1 students with whom you are involved , what is the extent of Chapter 1 instruction you feel they are receiving for each approach?**

   Readiness:

   Reinforcement:

   Other approaches used: (describe)

2. **List the advantages and disadvantages of each type of instruction used in the Chapter 1 program.**

Form of Instruction	*Advantages*	*Disadvantages*
READINESS		
REINFORCEMENT		
OTHER APPROACHES (From #1 Above)		

Discussion Topic V

Communication Between Classroom and Chapter 1 Staff

The new Chapter 1 law requires programs to "allocate time and resources for frequent and regular coordination of the curriculum... ." Systematic and ongoing communication between classroom teachers and Chapter 1 instructional staff is the means by which curriculum and instruction can be coordinated. Even with the requirements of the new law, opportunities for communication remain scarce in some Chapter 1 schools. Knowing that coordination is now clearly mandated, discuss the following questions:

1. **What forms of communication are you presently using and what information about students, instruction, and the curriculum is being communicated?**

2. **From your perspective, which of the above forms of communication is most effective for planning for coordinated instruction that will help Chapter 1 students succeed in the regular program?**

3. **If communicated more effectively, what kind(s) of information about students, instruction, or the curriculum would improve services for Chapter 1 students and help them succeed in the regular program?**

ASSESSING COORDINATION

Participants should complete the survey instrument, ***Assessing Coordination in Your Chapter 1 Program***, (Handout # 3, p. 17-19) individually, following the instructions at the top. Emphasize the importance of the final step, circling the five items that participants consider most important for improving coordinated services to students. The results will be used by planning teams to identify areas of improvement, to set goals, and to develop improvement plans.

The assessment instrument builds on concepts introduced in the video. It presents an ideal of how coordinated Chapter 1 services may work. The assessment addresses program features that are important in meeting the legislative mandate to help Chapter 1 children succeed in the regular program by providing coordinated instruction. In addition, the results of research and studies of successful approaches to maximizing achievement of educationally disadvantaged students are incorporated into the assessment.

Completing the assessment instrument serves several purposes. First, it helps determine the strengths and weaknesses of existing Chapter 1 services. It also serves to expand the thinking of those involved in the improvement process by having them consider a wide range of program features--features they may not have previously considered as part of the Chapter 1 program. Considering many possibilities should also help planners identify program changes that have the greatest likelihood of improving the performance of educationally deprived children.

Ask participants to form "planning teams" composed of individuals from the same school or district. In the next activity, teams will use their responses from the assessment instrument to help identify goals and develop plans for improvement.

ASSESSING COORDINATION IN YOUR CHAPTER 1 PROGRAM

*Indicate the status of coordination in your school or district by circling your response to each statement on the scale of "1 " **(not at all like our program)** to "5 " **(very much like our program). If you have no knowledge of an item, put an X through the item number at the left.** After completing the rating, circle the number in front of the five items you feel should receive special attention in improving the program for Chapter 1 students.*

CURRICULUM	
1. Classroom teachers understand and follow a well-defined district curriculum for subject area(s) addressed by Chapter 1.	1 2 3 4 5
2. Chapter 1 has a well-defined curriculum that supports the regular classroom curriculum and guides instruction.	1 2 3 4 5
3. Chapter 1 staff members are familiar with the curriculum goals and objectives and textbook(s) used by students in the classroom.	1 2 3 4 5
4. Chapter 1 student success in the regular program is a clearly stated desired outcome of the Chapter 1 program and accepted as important.	1 2 3 4 5
INSTRUCTION	
5. Classroom teachers understand the purpose and scope of Chapter 1 supplemental instruction.	1 2 3 4 5
6. Chapter 1 staff members have a working knowledge of the curriculum scope and sequence, instructional strategies, and terminology used in regular classroom instruction.	1 2 3 4 5
7. Different instructional settings (pullout, in-class) have been considered in planning to maximize instructional time and effectiveness.	1 2 3 4 5

INSTRUCTION (Cont'd)

8. Knowledge of a student's performance in the regular classroom is considered when planning day-to-day Chapter 1 instruction. 1 2 3 4 5

9. Chapter 1 instruction includes readiness and reinforcement activities, and each is used to effectively meet the special needs of students. 1 2 3 4 5

10. There is a timely exchange of information about Chapter 1 student performance on formal and informal tests, classroom unit and level tests, etc. between the regular and Chapter 1 staff. 1 2 3 4 5

COMMUNICATION

11. There are regularly scheduled meeting times for regular and Chapter 1 staff to share information about the needs and progress of Chapter 1 students, particularly the application of Chapter 1 learning to classroom performance. 1 2 3 4 5

12. There is a formal process that is used effectively for exchanging written information about the needs and progress of Chapter 1students. 1 2 3 4 5

13. There is a shared enthusiasm and responsibility for the progress of Chapter 1 students. 1 2 3 4 5

14. There is a sensitivity to the personal and professional needs of both regular and Chapter 1 staff in planning communication and instruction. 1 2 3 4 5

15. Chapter 1 communication forms are easy to use and convey useful information. 1 2 3 4 5

LEADERSHIP

16. The principal/coordinator works with regular and Chapter 1 staff to ensure that there is sufficient opportunity to communicate. 1 2 3 4 5

17. The princpal works with regular and Chapter 1 staff to overcome difficult scheduling problems and other problems that may arise. 1 2 3 4 5

18. The principal views and treats the Chapter 1 program as an integral part of the total instructional program of the school. 1 2 3 4 5

19. The principal/coordinator provides joint staff development opportunities that further the goals of both Chapter 1 and regular classroom instruction. 1 2 3 4 5

HOME-SCHOOL

20. Joint conferences are held that include the regular and Chapter 1 staff members and the parent(s). 1 2 3 4 5

21. Parents have a clear understanding of the purposes of Chapter 1, particularly the goal to help their child succeed in the regular program of instruction. 1 2 3 4 5

22. Student Chapter 1 assignments and activities to be completed at home are designed to reinforce the goals and curriculum of both the Chapter 1 and the regular classroom program of instruction. 1 2 3 4 5

23. Chapter 1 progress reports are regularly sent to parents and relate student progress in Chapter 1 to the overall progress of the student. 1 2 3 4 5

SETTING GOALS FOR IMPROVEMENT

The following activities are to be completed by the planning teams composed of staff members from the same school or district. Team members should use their responses to the items on the assessment instrument to identify specific areas for improving coordination of instruction between the Chapter 1 program and the regular classroom. Their goal should be to identify areas that are likely to have the greatest impact on student success.

Using Handout #4, ***Setting Goals for Improvement***, p.21, the planning team should identify one or more areas for improvement that will serve as the focus for program modifications. Each of these areas should then be restated as a goal-- an ideal of how things *should* be. Participants should then classify each area for improvement as either "short range" (within one month) or "long range" (more than a month).
Following are several examples of areas of improvement and restated goals:

Short-range:

Area for improvement: There is presently only incidental exchange of student information between regular and Chapter 1 staff, and it is not often used to guide instruction.

Restated goal statement: There will be planned, systematic exchange of student information between regular and Chapter 1 staff that will assist in coordinating instruction.

Long-range:

Area for improvement: Presently, Chapter 1 services are all pullout and concentrate on remediation with only incidental connection to the student's day-to-day instruction in the regular classroom.

Restated goal statement: Student success in the regular program will be the major emphasis of Chapter 1. In-class instruction and inclusion of readiness and reinforcement as approaches to instruction will be considered.

Handout# 4

SETTING GOALS FOR IMPROVEMENT

Use the space below to identify areas for improvement and restate each as a goal. The restated goals will be used to develop plans using Handout # 5 , ***Program Improvement Plan Outline,*** *p.23.*

A. AREA FOR IMPROVEMENT:

RESTATED AS A GOAL:

_____LONG-RANGE , OR _____ SHORT-RANGE ?

B. AREA FOR IMPROVEMENT:

RESTATED AS A GOAL :

_____LONG-RANGE , OR _____ SHORT-RANGE?

DEVELOPING A PROGRAM IMPROVEMENT PLAN

After setting goals for improving their school's or district's Chapter 1 program, the small groups ("planning teams") should develop a plan for reaching each of the goals they identified. Handout #5, ***Program Improvement Plan Outline,*** p. 23 as well as information from the video program , the discussion topics (Handout #2), and the assessment instrument (Handout #3), should help the teams to develop their plans.

Directions for using the *Program Improvement Plan Outline* :

1. Fill in the "Goal for Improvement" using one of the "Restated as a Goal" items from Handout #4; then indicate whether it is a short- or long-range goal.

2. Use "brainstorming" to generate ideas for how to achieve the goal identified in Step 1, above. As many ideas as possible should be generated, but they should not be evaluated or discussed at the time thay are offered. After all ideas have been generated, discuss the merits of each, and select six or seven that seem most useful.

3. Use the ideas from the brainstorming session to determine four or five activities the group believes will be most useful in accomplishing the goal identified in Step #1.

4. In columns three and four of Handout #5, p.23, list the person (s) responsible for each activity and when it should be carried out. Ideally, only members of the"planning team" should be assigned these activities, but there may be situations in which the principal, Chapter 1 Coordinator, or another individual who is not a member of the planning team will need to become involved. In this case, a team member should be responsible for contacting the individual(s), following up on the progress of the activ ity, etc.

5. Finally, each planning team should decide when and where they will reconvene to evaluate their progress toward accomplishing the program improvement goal(s) they established and to make necessary adjustments in strategies, responsibilities, and/or timelines.

PROGRAM IMPROVEMENT PLAN OUTLINE

This planning outline should help you to identify strategies to use in reaching your improvement goals, assigning responsibilitiesfor specific tasks, and determining timelines for completion.

GOAL FOR IMPROVEMENT _____

_____

☐ **Short-term** ☐ **Long-term** **(check one)**

Brainstorm a list of ideas for accomplishing this goal. Think beyond the present circumstances. Look for new ways.	**Use ideas at left to determine strategies to use to accomplish the goal above.**	**Person Responsible**	**Timeline for Completion**